



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SWAMINARAYAN SIDDHANTA INSTITUTE OF TECHNOLOGY
C-18476

Kalmeshwar
Maharashtra
441501

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	SWAMINARAYAN SIDDHANTA INSTITUTE OF TECHNOLOGY Kalmeshwar Maharashtra 441501	
2.Year of Establishment	2008	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	4	
Programmes/Course offered:	8	
Permanent Faculty Members:	37	
Permanent Support Staff:	22	
Students:	597	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Green Campus 2. Good Infrastructure 3. Catering and supporting the rural students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-10-2023 To : 06-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. GOVARDHAN ALISERI	Former Pro-Vice Chancellor,Jawaharlal Nehru Technological University Hyderabad
Member Co-ordinator:	DR. DEVI PRASAD MISRA	Vice Chancellor(in-charge),Vikram Dev University
Member:	DR. UPENDRA PATEL	Professor,Faculty of Technology and Engineering The Maharaja Sayajirao University of Baroda
NAAC Co - ordinator:	Dr. Devender S Kawday	

Section II:Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>

Qualitative analysis of Criterion 1

Swaminarayan Siddhanta Institute of Technology (SSIT), Khapri, Nagpur, Maharashtra was established in year 2008 and affiliated to Rashtrasant Tukdoji Maharaj Nagpur University (RTMNU), Nagpur. The institution adheres to the guidelines and framework prescribed by the University in all its curricular aspects.

RTMNU releases the academic calendar for all of the courses in the beginning of every academic year which includes timelines like dates of first sessional, second sessional examinations, Pre-university test (PUT), and the tentative date of RTMNU end semester examination. The timelines given by the university are followed by the institution and lesson planning is done accordingly. Academic plan meeting is called to allocate subjects and accordingly, the faculties prepare their lesson plan and course file. Time tables are prepared and displayed on the notice boards. Curriculum delivery is assessed by HODs and Principal. Assignments and seminars/projects are assigned to the students. Academic flexibility by the way of CBCS is provided as per the RTMNU course structure.

The course curriculum as prescribed by the University covers professional ethics, human values, environment and sustainability like Universal Human Values, Professional ethics, Environment and sustainability etc., leading to the holistic development of students.

The institution collects the feedback from students on different academic parameters. The feedback is analysed and action is taken based on this analysis. Further, feedback for infrastructure and other facilities of institute are taken and analyzed. An online feedback collection system from various stake holders is in place. Based on the feedback, the faculty are advised to improve teaching-learning process, if required. The analysis of feedback and action taken are made available on the institute website.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words

Qualitative analysis of Criterion 2

At SSIT, students' visit to industries/companies are arranged to provide exposure to practical aspects of relevant fields of study. Some students take up projects in partnership with industries and thereby gain practical experience. However, the number of site visits and industry-oriented projects, and the performance of practicals in laboratories need to be increased to improve the experiential learning. Students are exposed to the latest technologies through value-added courses, and guest lectures by industry experts. However, participative learning needs to be strengthened through more group-based activities/assignments.

Various internal examinations are conducted as per the guidelines given by RTMNU. Results of internal assessment tests are displayed to the students. Students also receive the evaluated answer sheets for their own review and discussion with the faculty members. Any grievances related to internal exam results are resolved by the concerned teacher and HOD. Any grievances related to the results of external exams are handled as per RTMNU rules.

The slow and advanced learners are identified based on their performance in the internal exams. The remedial sessions are arranged for Slow learners. The advanced learners are encouraged to take NPTEL/SWAYAM courses and prepare for competitive exams. Institute needs to put in more efforts to encourage and train students for competitive exams. Few classrooms are smart classrooms and some are ICT enabled.

Outcome based Education is implemented. Course Outcomes are defined by RTMNU for all the subjects. the questions are mapped with the COs while setting up the question papers of internal exam. The process of attainment of COs and POs is in place. The indirect attainment of CO-PO is based on Course end survey only. Institute needs to incorporate the feedback of other stake holders in the process of indirect attainment. College has very recently registered the Alumni association; however, alumni activities are limited.

Mentoring system has been established in Institution to counsel the students by faculties to solve their personal and academic issues and to guide them for choosing career path.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies

Qualitative analysis of Criterion 3

The institution has a research promotion policy in place and it needs to be strengthened. The institution has established an Institute Innovation Cell. Students have done some good innovative projects. There is a start-up facilitated by the Institution. However, no examples of transfer of technology found. Research output by faculties needs significant enhancement by institution/management providing incentives/seed money, guidance and motivation. There are no externally funded research projects or consultancy projects. Faculty members need to be encouraged to apply for externally funded research grants and incentivized for publishing papers in SCI journals. Overall, the management needs to put efforts to establish research and innovation ecosystem.

There are three PG programs in engineering; however, none of the departments is recognized as a research center by RTMNU. Moreover, none of the faculties with Ph.D are recognized as Ph.D supervisors by RTMNU.

Some examples of providing financial support towards attending FDPs, National /International Conference/ Symposiums etc. are found but the institution needs to make more efforts in this direction.

MOUs with some industries are seen for student projects, but no active MoUs found for research and innovation with reputed institutions.

Institute has an active NSS unit which has organized blood donation camps, tree plantation programs, swatchhata/cleaning activities, etc. Letter of appreciation from some agencies are available, however, no significant award in this area achieved by the institute.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>

Qualitative analysis of Criterion 4

SSIT has good infrastructural and physical facilities for teaching-learning processes within a green and serene campus of about 11 acres. These facilities include classrooms, Laboratories, Computer Lab, Seminar halls, Conference hall, library, playgrounds (with facility for volleyball, cricket, football, basketball, etc.), canteen and power backup etc.

SSIT Library is fully automated with Integrated Library Management Software (ILMS) i.e. Synchronik. Through the software, the library provides various services and facilities like OPAC, (Multiple Searching), circulation, stock verification and preparation of various reports. There is a students' Book Bank in place.

e-journals in relevant subject areas are provided through Delnet. The SSIT library has the registration with NDL (National Digital Library). All students can explore the e-content from the campus.

The Institution frequently updates its IT facilities as required; however it needs improvement. The collage has one leased line Internet connection of 100 Mbps speed for the entire campus.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

With regard to student support and progression, the institution provides financial support to students through management scholarship programs for their career development. The purpose is to provide financial help to the economically weaker students for improving them to achieve academic and career goals. The management

scholarship program includes youth development scholarship and women empowerment scholarship. Apart from this, the government sponsored scholarship are also given to the students. The institution provides skill development programs like soft skill training, language and communication for overall development of the students. Further, yoga, health and hygiene related programs are also provided by the institution. The placement cell of the institute organizes several career guidance programs for competitive examinations and career counselling. The institute has constituted committees such as anti-ragging, grievance redressal, internal complaint cell, etc. to address the student issues. It is observed that the institution is a ragging free campus where rules and regulation for anti-ragging is displayed in different locations along with the anti-ragging committee members contact numbers. The institute has an online grievance cell in the official website for students to lodge their grievance along with the helpline numbers. Apart from that, the grievance box is placed in the institute at various locations where the student can drop their grievances and they are collected for redressal. It is noticed that they are regularly addressed by the grievance committee. The Institute has a registered Alumni association. That needs to be active and vibrant. Some of the Alumni donated some books to the central library. There is a representation of students in the academic and administrative bodies/committees of the institution like IQAC, IIC, Canteen Committee, Sports Committee, Anti-Ragging Committee etc. Although the Alumni Association is newly registered in 2022, more focus may be given to it for frequent interaction of members of alumni with the current batch of students so that members can share their experience and give direction to the betterment of the institute.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The vision statement of the institute discloses that the institute wants to emerge as an institute of academic excellence by creating technocrats with professional skills and human values. To achieve this, the mission is set to provide ample opportunities for the students to utilise their potential and to make them able to face the

challenges in life and achieve the goal. The institute is recognised by the AICTE and approved by Government of Maharashtra. For governance, the institute has constituted local management committee as per AICTE norms. The institute has a well-framed organisational structure for decision making process and its effective implementation. The Governing Body being the apex body represented with members drawn from teaching and non-teaching, representatives from management etc. The Principal being the head of the institution looks after both the academic and administrative activities. Further, the management of the institute motivates its faculty members to participate in various committees of the institution, thus creating an atmosphere of maintaining and enhancing the efficiency of the institutional activities. By doing such things the staff members are becoming the part of the policy making and its implementation. The institution also follows a performance based appraisal system for both teaching and non-teaching staff members on the basis of the job assigned to them and needs improvement. The institution also encourages its teaching and non-teaching members to enhance them in their professional development by ensuring them to participate in faculty development program, training programs etc. organised by Universities and allow them to attend seminars, conferences, workshops. Further, the institution conducts internal and external audit at the end of every financial year. Apart from this, the institution is doing financial planning in advance for the coming financial year and budgeting is done by involving all the departments and various sections of administration. The institution has an IQAC cell. For effective working of the cell and implementation of various policies, the Coordinator of the IQAC cell interacts with various functionaries of the institute. It is observed that the IQAC meets at least twice in a year and records its planning and suggestions for further improvements in academic and administrative activities. Minutes of various meetings and resolutions adopted thereof should be uploaded in the institute website so that it can become open and transparent. Further, the institute may strengthen its resource mobilisation from various sources like research and consultancy and work on its optimum utilisation. It is also observed that though the institution made progress during last couple of years and it needs the improvement.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The institute made efforts to create a safe, conducive learning environment for the students in its campus. In this connection, it promotes gender equality and cultural awareness among the students by conducting various events and celebrations. Gender sensitization among the students and faculty members is done through its

ABHAYA cell. Further, celebration of international women's day, regular women empowering events are organised by the institute through the ABHAYA cell to instil self-esteem and self-confidence among the girl students. Other cells and committees namely grievance redressal, anti-ragging, internal complain committee, discipline committee etc. are looking after a safe and inclusive learning environment in the campus. Further, national and international commemorative days, events and festivals are organised to promote social harmony and cultural awareness among the students and faculty members of the institute. The institution also follows measures for energy conservation. Moreover, it also gives importance to waste management. In this connection, the institution implements strategies to effectively handle both degradable and non-degradable waste to reduce waste generation and promote recycling. It is also observed that the institute implements schemes to reduce water consumption, water usage and promote rain water harvesting. Apart from this, the institution is committed to promote a green campus eco-system by integrating sustainable practices. To analyse the pollution level, energy usage pattern and identify opportunities for energy efficiency, the institution has conducted energy and environment audit. With regard to environmental consciousness and sustainability, relating to liquid waste management a system may be established. The institution has an MoU for solid and e-waste management. The institute follows best practices namely Green SSIT and management scholarships. Lastly, it is observed that the institute is making constant effort to its academic excellence through its vision and mission. The performance of the institute with regard to the supporting facilities to students belonging to weaker section is encouraging.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

- Good clean campus with adequate greenery
- Catering technical education to local rural population
- Experienced supporting and administrative staff
- Laboratories are equipped with relevant equipment and modern software tools as prescribed by the University
- Safe and Secured Environment for girl students.
- Active NSS Unit.

Weaknesses:

- Research activities are inadequate despite 3 PG programs.
- Research policy needs to be framed.
- Alumni association is recently registered and needs to play active role.
- Campus Placements need improvement.
- Consistently low admissions in some core branches like Mech.

Opportunities:

- Institution Innovation Cell (NEXUS) is just started, it needs to be strengthened to promote innovation.
- Proximity to large industrial area of Nagpur needs to be explored for student placement and training.
- More experienced faculty may be appointed.

Challenges:

1. Attracting good/better ranked students for admissions.
2. Securing research funding.
3. Improvement in placements in core companies.
4. Improvement in student enrolment ratio in Engineering courses.
5. Faculty retention may be strengthened though there are some faculty members since its inception.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Placements need to be strengthened
- Research eco system shall be strengthened
- Faculty shall be encouraged to pursue higher education like Ph.D etc.
- Emphasis shall be given to Internal Resource Generation
- Experienced faculty with Ph.D may be recruited

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. GOVARDHAN ALISERI	Chairperson	
2	DR. DEVI PRASAD MISRA	Member Co-ordinator	
3	DR. UPENDRA PATEL	Member	
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date